

## 1 Chapter 6

### 2 Grade Three – Continuity and Change

- 3 • Why did people [choose to](#) settle in California? [What were the benefits and](#)  
4 [what were the costs of their decisions?](#)
- 5 • Who were the first people in my community?
- 6 • Why did people [choose to](#) move to my community? [What were the](#)  
7 [benefits and what were the costs of their decisions?](#)
- 8 • How has my community changed over time?
- 9 • What is the US Constitution and why is it important?
- 10 • How can I [develop my human capital to](#) help my community?
- 11 • What issues are important to my community?

12 Third-graders prepare for learning California history in the fourth grade and  
13 United States history in the fifth grade by thinking about continuity and change in  
14 their local community. In exploring their local community, students have an  
15 opportunity to make contact with times past and with the people whose activities  
16 have left their mark on the land by asking questions, reading and analyzing  
17 multiple texts, including primary and secondary, engaging in speaking and  
18 listening activities, and writing a variety of texts. In third grade, students build on  
19 their knowledge of geography, civics, historical thinking, chronology, and national  
20 identity. The emphasis is on understanding how some things change and others  
21 remain the same. To understand changes occurring today, students explore the

ways in which their locality continues to evolve and how they can contribute to improvement of their community. Finally, teachers introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of cultural and national identity. Students who have constructed a family history in grade two are now ready to think about constructing a history of the place where they live today. With sensitivity toward children from transient families, teachers can ask students to recall how the decision of their parents or grandparents to move to this place made an important difference in their lives. Discovering who these people were, when they lived here, and how they used the land gives students a focus for grade three. Teachers should also work collaboratively with their colleagues who teach kindergarten and grades one and two to avoid repetition, as the content themes they begin in kindergarten, such as understanding of and appreciation for American culture and government, geographic awareness, and starting in grade one, economic reasoning, serve as a multi-grade strand that can allow for an extended and relatively in-depth course of study.

### **Geography of the Local Region**

Throughout California, the geographic setting has had important effects on where and how localities developed. Students begin their third grade studies with the natural landscape as a foundation for analyzing why and how people settled in particular places in response to the question, **Why did people settle in California?** Thus teachers may utilize a variety of primary and secondary

sources such as photographs, Internet resources, DVDs, and field trips to establish familiarity with the major natural features and landforms of their county and California including mountains, valleys, hills, coastal areas, oceans, lakes, desert landscapes. As students observe, describe, and compare these features, they learn to differentiate between major landforms, and they begin to consider the interaction between these features and human activity. The teacher can initiate inquiries into human-environment interaction using literature such as *A River Ran Wild*, by Lynne Cherry, and *River Town*, by Bonnie and Arthur Geisert. In conducting research for this activity, students learn to differentiate between major landforms in the landscape and develop an understanding of the physical setting in which their region’s history has unfolded.

Focusing on a California natural regions map and reader, students can research the ecosystems found near them; the resources provided by these ecosystems; and, the ways that people use them. They investigate the goods and services provided by these ecosystems and how they are used to support human communities (California Environmental Principle I, EEI Curriculum Unit: The Geography of Where We Live 3.1.1–3.1.2)

### **American Indians of the Local Region**

In Standard 3.2, students study the American Indians who lived or continue to live in their local region, how they used the resources of this region, and in what ways they modified the natural environment. It is most appropriate that American Indians who lived in the region be authentically presented, including their tribal

identity; their social organization and customs; the location of their villages and the reasons for its locale; the structures they built and the relationship of these structures to the climate; the methods they used to get their food, clothing, tools, and utensils and whether they traded with others for any of these things; and their art and folklore. Local California Indian tribes and organizations are important sources of information for describing how indigenous cultures have persisted through time. Teachers may invite local California Indian representatives to share cultural information and help students understand **Who were the first people in my community?** Museums that specialize in California Indian cultures are a rich source of publications, pictures, and artifacts that can help students appreciate the daily lives and the adaptation of these cultures to the environment of the geographic region.

Working with Tribal and Natural Regions maps, students can describe ways in which physical geography, including climate, affected the natural resources upon which California Indian nations depended. Investigating the plants and animals used by local Indians, students explain how they adapted to their natural environment so that they could harvest, transport, and consume resources. (California Environmental Principle I, EEI Curriculum Unit: California Indian People: Exploring Tribal Regions 3.2.2).

### **Development of the Local Community: Change Over Time**

Students are now ready to participate in shared inquiry projects about people who migrated or immigrated to their region and the impact each new group has

had on those who came before. The teacher may begin the unit by exploring why people move and settle in particular places by posing the question, **Why did people move to our community?** The bilingual picture book, *My Diary from Here to There* by Amada Irma Pérez, which recounts the move of one family from Mexico to Southern California for economic reasons might be used to develop conceptual knowledge of push/pull factors. Students can investigate when their families moved to the local region and what brought them here, placing these events on a class timeline. Then, the sequence of historical events associated with the development of the community can be explored. Students may develop a community timeline by illustrating these events and placing these illustrations in sequence with a caption under each. Depending on the local history, this sequence may include the explorers who visited the area; the newcomers who settled there; the economy they established; their impact on the American Indians of the region; and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, and the rich legacy of cultural traditions that newcomers have brought with them.

Students observe how their community has changed over time and also why certain features have remained the same, in response to the question, **How has my community changed over time?** *The House on Maple Street*, by Bonnie Pryor, demonstrates how a place changes over 300 years and may be used to introduce the study of students' local community. Primary sources, secondary sources and other informational text, specific to their local region, can deepen students' appreciation for and understanding of their community. To better

understand how communities function, students compare the kinds of transportation people used, the ways in which people provided water for their growing community and farmlands, the sources of power, and the kinds of work people engaged in long ago. They discover that the changing history of their locality was, at all stages, closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location. Students can analyze how successive groups of settlers have made different uses of the land, depending on their skills, technology, and values. Students may observe how each period of settlement in their locality left its mark on the land, and predict how decisions being made today in their communities will impact their communities in the future. Through this focus on place, students also deepen their understanding of California's environment (see Appendix F).

To bring earlier times alive, students may study historical photos and observe the changes in the ways families lived, worked, played, dressed, and traveled. Primary sources, such as maps and photographs, can be utilized to observe how a given place, such as Main Street, looked long ago and how it looks today. Students can compare changes in their community with picture displays provided by the teacher. Students can write explanatory texts about the changes over time, using evidence from multiple visual or print sources to support their ideas.

The local community newspaper, the historical society, libraries or other community organizations often can provide photos and articles on earlier events in the region. When available, old maps can be a source of discoveries: the location of the early ranchos that once occupied California; how people

constructed streets in an earlier day and how many of them and their names survive today; how boundaries have changed over the years and how settlements have grown; how once-open fields have changed to dense urban development; how a river or coastline has changed in location or size because of a dam constructed upstream, a great earthquake in the past, or breakwaters that have been built to change the action of the sea.

#### **American Citizens, Symbols, and Government**

Third-grade students continue preparing to become active and responsible citizens of their communities, of California, and the United States. In this unit, students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms. Through stories and the celebration of local and national holidays, students learn the meaning of holidays, landmarks and the symbols that provide continuity and a sense of community across time. The U.S. Constitution and the Declaration of Independence are reintroduced; students may investigate a question such as **What is the Constitution and why is it important?** using informational books such as *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro and Guilio Maestro or *The U.S. Constitution* by Norman Pearl. Students can discuss the responsibilities of citizens, make a list, or create an illustration of what is considered a “good citizen.” They can also study how this notion has changed over time: for example, how did children living on farms in the 19<sup>th</sup> century

160 imagine citizenship; how did this change for children in the early twentieth  
161 century who worked in factories. What are the similarities and differences?  
162 Students learn about the legislative, executive, and judicial branches of  
163 government with an emphasis on the local government. Teachers can also use  
164 informational texts such as *How the U.S. Government Works* by Syl Sobel well  
165 as information from local, state, and United States government Web sites, such  
166 as <http://www.Kids.gov>, to help students understand the functions of government  
167 and the people who are part of each level and branch. Students can also write a  
168 classroom constitution. In a discussion of what to include, teachers can ask  
169 questions such as the following: should the constitution protect your rights?  
170 Should your responsibilities as citizens be included? To explore the judicial  
171 branch of the government, teachers may use literature and role plays by reading  
172 *The True Story of the Three Little Pigs* by Jon Scieszka and holding a mock trial  
173 of Pig Brothers versus A. Wolf.

<p><b>Grade Three Classroom Example: Classroom Constitution</b> <b>(Integrated ELA and History–Social Science)</b></p>
<p>Each year, Ms. Barkley begins the school year by welcoming her students and orienting them to the culture and organization of the classroom. In collaboration with the students, she creates a class list of norms everyone would like to observe in the classroom and beyond. These norms include rules and consequences for behavior. This year she decides to use the rule making process as an opportunity to develop students' civic knowledge, skills, and dispositions. She wants them to understand the democratic principles of our</p>



American way of life and to apply those principles, as informed and actively engaged citizens of their classroom, to create a class set of rules they will agree to adhere to. She engages students in a unit of study that begins with a lively class discussion about the importance of rules and laws by asking:

- What are rules? What are laws?
- Why are rules and laws important?
- What would happen if there were no rules or laws?
- Who makes the rules and laws in school, in our city, our state and our nation?
- Who decides what the rules and laws are?

From there, Ms. Barkley launches students into a close readings of children's versions of the U.S. Constitution and informational texts about the Founding Fathers. They will learn about and discuss the reasons for the U.S. Constitution; the democratic principles of freedom, justice and equality; and the role and responsibility of government to represent the voice of the people and to protect the rights of individuals. They will also learn about the individual rights of citizens and the responsibility of citizens to be engaged, informed, and respectful of others. Ms. Barkley knows that these ideas and concepts are laying the groundwork for students to understand the foundations of governance and democratic values in a civil society. It will also inform their thinking to create a Classroom Constitution as young, engaged citizens in a way that is relevant to children in the third grade.

As they read and discuss the texts, Ms. Barkley asks the students questions

such as the following:

Why was it important for the Founding Fathers to write the Constitution? Why is it important to have rules and laws? Ms. Barkley invites students to apply their learning to their real-world classroom setting. She explains that just as the Founding Fathers created a Constitution to establish the law of the land, the students in her class will work together to write a Classroom Constitution to create a safe and supportive environment where everyone can learn. She asks students to begin by working individually to think about the kinds of rules they would like to see observed in their classroom and to write these ideas in a list. She also asks them to think about what they read about the principles of the U.S. Constitution and consider why the rules they are listing are important for upholding the kind of behavior that will create a positive classroom culture and what should happen to that culture if the rules are broken. Afterwards, members of each table group records their individual ideas in the following group graphic organizers.

What is the rule?	Why is it important to have this rule?	Is this rule Constitutional? Does this rule uphold our classroom principles of freedom, justice,	What should be the consequence of breaking the rule?

		and equality?	

After a lively discussion in their small groups, during which students revise and add to their individual work as they wish, Ms. Barkley engages the entire class in a discussion to compile and synthesize the rules and create student-friendly statements, which she records on chart paper so that it can be posted in the classroom for future reference. The children are invited to discuss the benefits and challenges of each rule proposed by recounting an experience and/or providing details and evidence to support their position. Ms. Barkley encourages them to ask and answer questions of one another for clarification or elaboration. After sufficient time for deliberation, the list of rules and consequences is finalized through an election process. Ms. Barkley posts the Classroom Constitution in a prominent place in the classroom, as well as on the school Web site.

Later, Ms. Barkley engages her students in writing an opinion essay in response to this prompt: **Why is it important for the students in our class to follow our Classroom Constitution?** She will provide ongoing guidance and opportunities for students to share, revise, and finalize their work. A rubric for opinion essays developed collaboratively in advance helps guide students as they engage in the writing process. The essays are compiled and published as a book for the classroom library, “Why Rules in our Classroom Democracy are Important.”

**Resources:**

*The Constitution for Kids:* <http://www.usconstitution.net/constkidsK.html>

*Preparing Students for College, Career and CITIZENSHIP: A California Guide to Align Civic Education and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, Los Angeles County Office of Education, 2011.*

*Education for Democracy, California Civic Education Scope & Sequence, Los Angeles County Office of Education, 2003.*

*The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, National Council for the Social Studies, 2013.*

**CA CCSS for ELA/Literacy:** RI.3.1; W.3.1, 4, 5, 7, 8, 10; SL.3.1-6; L.3.1-6

**CA HSS Standards:** 3.4.1, 3.4.2, 3,4,6

**CA HSS Analysis Skills (K–5):** Historical Interpretation 1, 3

174

175       Students also learn about American heroes on the national level, such as  
176 Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln,  
177 Frederick Douglass, Harriet Tubman, Clara Barton, and Martin Luther King, Jr.,  
178 as well as leaders from all walks of life who have helped to solve community  
179 problems, worked for better schools, or improved living conditions and lifelong  
180 opportunities for workers, families, women, and students. By considering the  
181 question, **How can I help my community?** students can research accounts of  
182 local students, as well as adults, who have been honored locally for the special  
183 courage, responsibility, and concern they have displayed in contributing to the

safety, welfare, and happiness of others. Students may read biographies or engage in an inquiry project focused on these national and local citizens by reading primary sources, informational books, and historical fiction such as *Separate is Never Equal: Sylvia Mendez and her Family's Fight for Desegregation* by Duncan Tonatiuh which recounts one family's involvement in the fight to desegregate schools in California. Teachers can invite a local leader to visit the classroom through the Chamber of Commerce, local government or a local nonprofit organization. Students interview the leader about a local problem (for example homelessness or hunger) and how they are helping the community (for example, a food bank, a soup kitchen, or a new law). The speaker can be asked to describe how students could help and what the leader thinks it means to be a citizen. Students work together to plan a class project to address the problem, such as a food drive, a recycling program, a clothing drive, or writing letters proposing or opposing a law.

### **Economics of the Local Region: Choices, Costs, and Human Capital**

Students should continue developing their cost-benefit skills and recognize the importance of education in developing their human capital. [At this point, students should be able to use the terms goal, resource, alternative, advantage, disadvantage, and choice and cost in their discussions. They can begin to put them together to make informed decisions.](#) Students learn to identify some issues that are important in their immediate community and may engage in an inquiry project or service-learning project related to one of these issues, in

response to the question, **What issues are important to my community?**

Informed volunteers in community service or elected officials can be invited to describe some of the arguments on different sides of an important issue facing the community.

Students can increase their understanding of human capital and begin to understand that they are in school to develop their human capital so that they can achieve personal goals and make a difference in their lives and in their community. They can recognize the connection between education and development of their human capital. Teachers can invite local leaders to explain how they have achieved their goals and how their education, experience and training made that possible. Development of human capital and control over their lives after school can be a motivator for students Teachers can continue to use biographies of people who made a difference to illustrate the human capital that enabled these people to achieve their goals.

Students can use their burgeoning economic reasoning skills by making a grocery list for the family and deciding which items are more important and which are less important, beginning to develop the skill of setting priorities.

Children’s literature such as *Almost Zero* by Nikki Grimes, *A Chair for My Mother* by Vera Williams, *When Bees Fly Home* by Andrea Cheng, and *A Day’s Work* by Eve Bunting as well as informational books are valuable resources for introducing and developing economic concepts.

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